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Musket

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A Suffredini dynasty seems to have started at LHS. The election of Mark, Caryn, and Gregg to the top senior class offices marks the first time in LHS history that three members of one family have ever held class offices together. Photo by Pieter Cohen

Senior Slate Swept by Suffredini Clan

By Annika Hipple

The election of Mark, Gregg, and Caryn Suffredini to the offices of senior class president, vice president, and treasurer, marks the first time in the history of Lexington High School that a single family has held more than two class offices at one time.

Students cast their ballots on Friday, May 13, during a homeroom which was extended by ten minutes. Over the next few days, student volunteers counted the votes by hand. "It was understandably a slow, tedious process," admitted one vote-counter.

When the results were finally posted, students crowded around to find out who their representatives would be next year. Re-elected to the office of class secretary, the only one of the senior class offices not held by a Suffredini, was Jennifer Haskell.

Asked about his reaction to the triple Suffredini victory, Mark said, "I thought it was great. We work really well together and get along well." He jokingly added, "It would be good to get a monopoly going."

Caryn's reaction was similar to Mark's, and Gregg commented, "It was a weird feeling. I think it must be the first time ever that three people from the same family ever got elected at the same time. It would have felt weird if two got elected and one didn't."

Mark said that his main goals for next year are to raise a lot of money, and bring the class together. "We're lacking in unity." he commented. "I'd like to bring the school together as a whole."

As for whether it will be any different working with members of the same family, rather than other classmates, all three Suffredinis thought it would be easier. "I'll know what to expect from them," was Caryn's analysis, while Mark's opinion was, "We're closer than the average classmates. We know what each other's idiosyncrasies are."

Gregg added, "It's easier to put the other person down and easier to get together."

While the Suffredinis added a unique twist to the election, other positions were also "up for grabs." The remaining offices for the class of 1989 were the sixteen Class Council seats, eight Senate positions, and two School Committee representatives. Many incumbents, like Senator Janet Doherty, were re-elected, while other students, such as Michelle Sheehy and Michelle Stein, had double victories.

Next year's sophomore and junior classes held their elections on the same day. In the contest for junior class president, Kalise Jacobs emerged as the victor. Jacobs's candidate statement that was distributed to the class expressed the need for "someone who is strong-willed, determined, and will stand up for [student] rights." The class apparently agreed as Jacobs took an early lead in the vote-counting and went on to win the election.

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Two Staff to Leave LHS

Jenanyan Retires After 25 Years

By Sara Dempster

Lexington High School French teacher Raphael Jenanyan, age 50, recently retired after teaching at LHS for twenty-five years. Jenanyan's entire teaching career began and ended at LHS.

Although Jenanyan had to stop teaching in March of this year as a result of medical complications including gout and blood poisoning, he said this was not the cause of his decision to retire.

"In many ways I had decided to retire by the time I was fifty," he said. "It was not the illness, but the contemplation of my future, and one person, one life, one job seemed to me a little tight a schedule." Even if he hadn't become ill, Jenanyan said, he probably would have retired at the end of the 1987-88 school year.

"I feel good about it," he said of his decision to retire. "It was the right thing for me to do at the correct time." Jenanyan noted, "The pressures that build up on a school teacher are extremely intense."

At the same time Jenanyan was positive towards his teaching career, saying, "I knew it was a job of a lifetime and I have no regrets whatsoever. I had twenty-five absolutely marvelous years working with wonderful, wonderful people. I'm very honored to have been a member of that staff."

According to Sally Nelson, LHS French teacher and a personal friend of Jenanyan's since college, Jenanyan inaugurated the French Club Dinner twenty-three years ago, and was instrumental in starting the annual French exchange to a suburb of Paris nine years ago. In the 1970's, when the LHS Language Department had an elective program, Jenanyan taught a theater and novel course, and was one of the teachers who piloted French conversation courses.

Interim Assistant Superintendant Tony Bent, who was LHS Language Department Head between 1982 and 1987, noted, "There is no question that he [Jenanyan] made a great impact on Lexington High School in those years that he was there."

Bent pointed specifically to the French Club Dinner as one of Jenanyan's major contributions: "The French Club Dinner is absolutely unique in the area," he said. "I don't know of another high school evening affair in the whole area that is as large, as well done, and as integrated into school life and school tradition as the French Club Dinner directed by Mr. Jenanyan. It has become as much a part of the calendar practically as graduation."

LHS French teacher Karen Girondel noted, "It's the end of an era. The French Club Dinner will never be the same."

Jenanyan said that he feels his greatest contribution lay in his ability to help students with their individual problems whether they were academic or social. He explained, "I've always been a civil libertarian. I've always fought for students' rights against the administration."

"One of the most unique things...about teaching is that it is very rewarding," Jenanyan observed. "Things like the French Club allowed me to expand into areas that were non-academic were important to me.

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Neuman Gets NH Principal Post

By Sharon Glick

After over fifteen years of service in the Lexington school system, Acting Assistant Roberta Neuman plans to leave LHS next year to take a job as principal of Winnacunnet Regional High School in Hampton, New Hampshire.

"It would be nice to be principal of a school," said Neuman. "It's a professional advancement. Yes [I feel qualified.] I've done a lot of outside work...on teacher training, evaluation of staff, curriculum development.....So I think I'm ready."

In summing up her experiences her, Neuman said, "Lexington is exciting, forward-looking, and innovative. It's also very frustrating....To do a good job in Lexington, you have to be a juggler with sixteen balls in the air at one time. I like that kind of hurly-burly activity."

"I've met some wonderful...interesting people — good professionals," she said. "Lexington is a super place....I think I'll miss the highs and the lows — the really bright, eccentric, unique kids, and the special needs kids that I've been working with."

Acting Principal David Wilson commented, "I think I'll miss [Mrs. Neuman] personally very much because we go back to a time when we both taught social studies here at the High School. We've worked together as housemasters, as housemaster and assistant principal, and as acting assistant principal and acting principal."

"She has always contributed greatly in terms of her energy, her experience, her expertise, her willingness to

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Junior Abbie Weber takes a dip in the pond that appeared across the entrance to the student parking lot after the downpour on Tuesday, May 24. The pond, which was over three feet deep in some places, prevented entrance to and exit from the lot for all but a few hardy souls who floated their cars across. An exit was eventually cleared across the grass. The students who had not paid for a $25 parking sticker, and who were parked on Worthen Road, had no problem trying to leave. Photo by Pieter Cohen

Biology teachers Judy Cohen and Al Fruscione lead a discussion on the topic of AIDS. Informational sessions were held during gym classes during the week of May 16. Photo by Maryam Keramaty

AIDS Info Sessions Held

By Chip Giller

During the school week of May 16 to May 20, LHS students participated in Acquired Immune Deficiency Syndrome (AIDS) informational sessions in the place of regular gym classes. Groups consisting of twenty to thirty students met in classrooms around the school to learn about the disease from High School instructors.

Starting last school year, an advisory committee to Acting Principal David A. Wilson helped to outline expectations and plans for the informational sessions.

It was suggested, and Ralph Lord, Coordinator of Physical Education and Athletics, concurred, that gym time be used for the sessions because gym class enrollment was the only required course for all students in all grades (excepting seniors for one half of their final year). Parents were given the choice to opt their child out the program.

Instructors, including several gym teachers certified in health education, were chosen on a volunteer basis. Biology teachers Al Fruscione and Judy Cohen, and Social Studies teacher Sal Lopes, all of whom served on the recently disbanded Life Skills Committee, also volunteered as instructors. Substitute teachers were provided for these teachers' regularly scheduled classes.

Fruscione said he was "pleased" with information students had going into the sessions, noting that this knowledge was the result of an increase in media coverage.

Through the program, Fruscione noted, he hoped to stress that "people need to look at their behavior in new ways. We don't have models for them. They also need to know [information] about the disease."

Upon entering their designated room for their first of two sessions, many students were asked to write on an unsigned piece of paper three important things they knew about the disease AIDS, groups at risk of obtaining the disease, and the type of knowledge which they hoped to gain through the informational sessions. Instructors proceeded to use these papers as a starting point for discussion about the disease.

Junior Alisha Bloom said, "The sessions were geared toward basic information...I think a lot of people wanted more detailed information. Maybe we should have 'AIDS' classes taught by AIDS specialists."

Because it was deemed a more effective method, instruction through small groups was chosen over instruction through large assemblies. Fruscione said that with large assemblies, frustration occurs because students seldom have the chance to follow up the information section with questions and concerns of their own.

"I think I was instrumental in averting an assembly program," Fruscione stated. "It's hard [with an assembly] to do anything more than just feed information...You have to wonder what's going to happen to people who might get frightened by that information."

> "I'm afraid that this will be considered to be good enough, and it's not good enough. There were lots of unanswered questions."
>
> –Biology teacher Al Fruscione

Though he called the two period sessions "a Band-Aid thing," Fruscione said, "The bottom line is that what...was considered the best possible format given that there's no health program or regular classes [dealing with health issues]."

"The ideal thing would have been to have it happen in a classroom where kids were already used to being together and were comfortable with the teacher," Fruscione stated. "That, of course, was impossible because [we] didn't have enough teachers who would be comfortable and willing to do this,"

Fruscione continued, "Everybody was a little dissatisfied because of what more we could have done. Once you get into that setting, you just find yourself wanting to do a little bit more."

Gym teacher and instructor DeForest Matthews added, "I think this was not the way to do it. I think a comprehensible Life Skills program is the only way to do it."

"I was pleased to do it," Matthews continued, "and I thought is was worthwhile."

Fruscione, however, was not sure that the informational sessions were worthwhile: "I'm afraid that this will be considered to be good enough, and it's not good enough," he said. "There were lots of unanswered questions and a lot of ends left untied."

Fruscione added, "I still have that same question: 'Whether or not we did anybody any good?'...Do you stick your fingers in a very faulty dike that ought to be rebuilt?

"We're a crisis-oriented culture," Fruscione continued. "We don't get what we need too often unless there are bloody knees. If there is any semblance of something being partially okay, it doesn't seem to get done the way it ought to...I suppose there is an argument for helping to create a sense of crisis. I don't think you do that by running...little two-day programs that make people feel [unjustifiably] okay."

Fruscione stated, "I would not [take part in a similar program again]. I would be adamantly against it because it [a similar program] would verify my fears that we'll keep doing this kind of 'quicky' all the time...I would be very vocally opposed to it."

Fruscione said that he took part in the program this year because he had to acknowledge that students, staff, and parents needed to have it happen. "You have to do it," he noted, "but I still have the same old concerns."

Neuman Leaving LHS

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do all kinds of activities, and things necessary to improve our school," Wilson added. "She is always extremely articulate, and very persuasive. I rely heavily on her this year, and certainly will miss her in school. The school will miss her very much as a whole as well."

According to Neuman, her new school is smaller than LHS, with not as many students going on to college, and has a large vocational component. Being a regional school, it draws from four different communities.

"I think [Winnacunnet] has some similarities [to LHS], but there are other very basic differences," said Neuman.

"There are many programs that I would like to bring to the new high school," she said, "[such as] the internship program...[and] the community service programs. There are just so many Lexington things that are really good."

Neuman added, "Lexington will be like a testing ground. The things that have worked her will be easy to move in place....I like the idea of a senate...."

"I know a relatively limited amount about the school system there," Neuman continued. "I think the professional development program that Lexington has is also something that I would like to think about taking pieces of."

Neuman offered some parting words: "I guess what I would like to say to the student population and to parents is that many times, when we look at the problems that we have in Lexington, we tend to see ourselves as very isolated, and we say, 'Oh, this is a terrible problem,' and we start to look at all the black things and the dark things."

"When you start to compare Lexington with other communities," she continued, "then you see all the highs and the wonders, and that it really is a fantastic place. I think that the people who are working here...on the inside...have to push ourselves to be the optimist, and see the glass half-full as opposed to half-empty."

Neuman added, "Every time I've had interaction with outside places, I've always left with how far we've gone, how well we've done, how outstanding our kids are, how involved our parents are, how dedicated our teachers are, and how fortunate we are to be in this kind of a place."

Senate Starts Its 2nd Year

By Dan Fortmann

The second year of the LHS Senate began on 25 May 1988 as the newly elected and re-elected senators met for the first time in the Science Lecture Hall. The Senate is a body composed of elected students and teachers designed to formulate school policy. It has existed since the ratification of the High School Constitution in May of last year.

Junior Janet Doherty has been elected moderator for the 1988-89 Senate year. She served as a Senator during the 1987-88 school year, and said that her experience will prove valuable to her. As moderator, she will be responsible for conducting senate debates and setting weekly agendas.

Doherty said that one of her primary concerns is the Open Campus Bill. "Some people would like to actually get something passed before school lets out," she said, "but I think it's unrealistic to hope that we can get something passed by then." Doherty added, however, that Open Campus will be one of the first items on her agenda for next year.

In addition to the election of Doherty, English teacher George Mechem was re-elected by the Senate to serve as Assistant Moderator. Sophomore Patty Tung was elected to serve as the Senate secretary.

In order to create a closer, friendlier atmosphere for debate, the Senate is considering a move from the Science Lecture Hall to either the Student Library or the B-House cafeteria.

The number of Senators is largely based on the total number of students in each class at the high school. Because the graduating class of 1988 is larger than the incoming freshman class, the Senate will be considerably smaller next year.

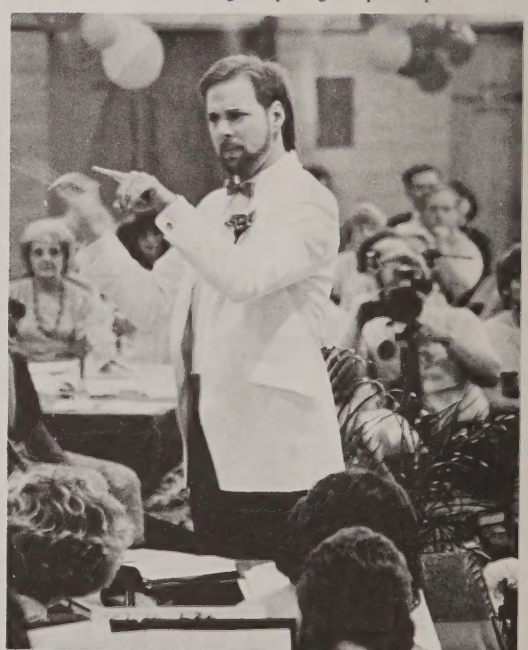
Although Doherty noted that working with a smaller Senate will be easier, she was somewhat daunted by her responsibility. "You have to know everyone's name!" she gasped.

Doherty said that, while the Senate accomplished a good amount this year, she would like to "move things along faster next year...I think [working with the Senate] will get much easier this year now that many of the senators have experience."

She added that she will be able to work more easily as moderator after having served on the Senate for one year. "It's hard to know when people are out of order, and it's important to stay focused during discussions," said Doherty.

Doherty noted that she anticipates a great deal of flux with a new principal and superintendent. "Things will change," she admitted. Doherty has met once with Philip Geiger, the new Superintendent of the Lexington Public Schools, but said that she did not know his opinion on the high school Senate. "Theoretically, he could abolish the Senate" she noted. "It would be a shame after all of our work."

She speculated that a new principal might be willing to allow sophomores to have Open Campus. Acting High School Principal David Wilson has repeatedly expressed his intention to veto any bill which emerges from the Senate with the intention to give sophomores the privilege of Open Campus.



Music teacher Jeff Leonard conducts the LHS band at Pops night. The annual evening of musical entertainment was held on Thursday and Friday, May 26 and 27. Photo by Stuart Holland

Rockin' for AIDS

By Eileen Anderson

"People should know more about AIDS, and a concert is better than listening to someone tell about it."

Sentiments like the one expressed by sophomore and Mirage member Tim Webb were the founding base for this year's "Rock for AIDS" concert. The benefit was held in the Clarke Middle School auditorium from 7 to 11 on Saturday night, June 4th. Tickets, sold at the door, were $5 each.

The Concert was sponsored by Everyone's Youth Group, the Forum, and Chadwick's Ice Cream Parlour and Fine Foods, with all proceeds going to Interface, an AIDS (Acquired Immune Deficiency Syndrome) ministry which runs a hospice and provides medical care for AIDS victims. The Master of Ceromonies was WBCN's Tammy Heidi and the concert featured five bands: Euphoria, Glass Splinters, Life in General, Mirage, and On the Rocks.

> These concerts are "neat because...the kids can have fun in a safe environment while helping others."
>
> — Everyone's Youth Group Leader Ashley Rooney

"Rock for AIDS," organized by Everyone's Youth Group and the Winchester youth group, "Forum," was the fourth such event held. The concerts started in Winchester, where "Rock for Hunger" raised $800 for Oxfam. The Lexington group wanted to join in, so "Rock for the Homeless" was created last year, raising $1100, followed by the first "Rock for AIDS" this March in Winchester, which raised $1600. The proceeds helped AIDS Action publish and distribute an educational bulletin for teens.

Biology teacher Al Fruscione, who recently helped to organize and teach a two-session AIDS education program at the high school, said that he believed that the concerts are valuable in helping to "keep the level of awareness up."

According to Fruscione, AIDS education requires a constant flow of information, presented in a way that kids are willing to listen to. He was concerned, however, about students who find AIDS a scary topic and who "may get tired of hearing things and shut down."

Also, unlike a class discussion, concerts allow spectators to concentrate on the music and block out the message about AIDS. However, the different format may get through to some kids who would not otherwise be reached. In addition, a benefit performance can ease teens' frustration and feelings of helplessness about AIDS and make them feel good about being able to contribute something in the fight against an often overwhelming disease.

Much of the organization of the concert was handled by Everyone's Youth Group leader, Ashley Rooney. Rooney stated that benefit concerts are good for increasing awareness of problems such as AIDS and said that these concerts are "neat because...the kids can have fun in a safe environment while helping others."

They also have something to say to adults; they are "straight" and prove that teenagers can have fun without drugs or alcohol. However, Rooney said, "I don't intend to get up there [on stage]; it really belongs to the teens."

Linda Mark, a freshman, also helped with the concert in the role of teen coordinator. A member of the youth group, she took this responsibility because, "I really like helping people, it's a good cause, and I thought it would be interesting to do."

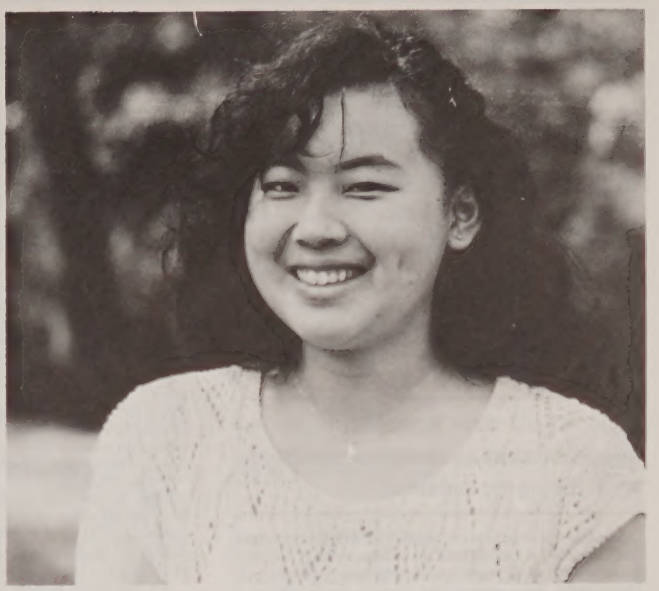
Mark noted that the first concert in Lexington came out well and was "like a milestone." After battling through some red tape with the Lexington police and problems using the gym, the concert was a success, and the kids knew that they could do it again.

Handling the techinical side of the concert was Roger Moore. Moore has worked on two previous concerts, but this was the first time that a professional sound crew was hired.

A variety of bands played. One was On the Rocks, which recently changed its name from Third Rail. The group plays a lot of 60's and 70's type rock, and first became involved in the concert through keyboardist Kevin Frank, an LHS senior who heard about the benefit in school and asked his band if they would like to perform. Another band, Mirage, was formed about six months ago and is still getting started. In addition to enjoying playing and getting more exposure for the band, sophomore guitarist Marc McLeod wanted to "get through to people. AIDS is very scary and I want to get rid of it."

> AIDS is very scary and I want to get rid of it."
>
> — Sophomore Guitarist Marc McLeod

Also playing will be Life in General, which is currently performing in clubs such as Club 21 and Green Street Station. Since the group's start as the Exploding Pigeons, they have moved from pop music to a more adventuresome, aggressive style. Two of the band members, Linda and Jim Frances, are former LHS students. The band became interested in AIDS through a landlord who is active in AIDS issues, and joined in the concert because it is "a good cause."



Japanese exchange student Michiko Nakajima: In Japan, "we should stay in our groups and behave as the others." Photo by Pieter Cohen

"Sayonara" to LHS

By Karen Mark

Imagine yourself travelling halfway around the world to spend a year in a strange country with a foreign language, a new family, and a different set of customs.

This is exactly what LHS senior Michiko Nakajima, this year's AFS (American Field Service) student from Japan, has done. She had taken English for only four years when she first arrived in the United States at the beginning of the school year to stay with the family of LHS senior Leslie Morton.

"The hardest thing [about being and AFS student] is the language," said Nakajima in her perfectly understandable Japanese-accented English. "At first I couldn't understand anything...my teachers [in Japan] never taught me the [American] slang."

But by around Christmastime Nakajima was finally feeling confortable with English. "I was so excited," she said, referring to when she had her first dream in English. However, classes such as Psycology, with much vocabulary to be learned, still pose a problem. "I still have trouble...but it gets much better now," she said. It used to be that "after two or three o'clock I couldn't think in English."

Different customs were another difficult thing to which Nakajima has gotten accustomed. On the first day of school, Nakajima was "shocked" to see a boy and a girl openly kissing each other in the hall. In Japan, dating is not really accepted and thus has a sense of "shame" attached to it. Nakajima said that if a boy and a girl are going out, it is "hidden from everyone else."

Although going out in mixed groups is acceptable, "good girls should be back around eight or nine [o'clock]," according to Nakajima. However, "boys can do anything." But, it would never be acceptable in Japan for a boy to give a female friend of his a congradulatory hug after a concert, for example, as is often done here.

"Japanese and American customs are so different," commented Nakajima. In Japan, she said, "We shouldn't stand out...we should stay in our groups and behave as the others." On the other hand, here "everyone says what they think." She said that in Japan, if anyone expressed what they thought as directly as Americans do, they would be considered "self-centered." As a result, Nakajima finds it hard to voice her opinions in class discussions, saying "It's hard to change what I've learned in seventeen years."

Nakajima was chosen to become an AFS student by an interview and two tests — one, an English test, the other, a general all-subjects test. Since the school year in Japan starts in April, she never completed her junior year there. Although she is considered a senior at LHS, she will receive no credit for her year here because the American and Japanese curriculums are so different, but will have to continue for two more years of high school in Japan before going to college.

Despite these complications, Nakajima's parents still thought it would be "a very good experience" to spend a year in America. Although her stay here may help her to get into college in Japan, "The most important thing is studying." In addition to her regular school in Japan, Nakajima said she may have to attend one of the after-school private schools that many Japanese student go to in order to prepare them for the big Japanese college-entrance examinations. "Going back to Japan means studying more," feels Nakajima.

Her school is also very different from LHS. Instead of the students' switching classes, each student is part of a "homeroom" of about forty-five students, and the teachers move from homeroom to homeroom. The classes are not leveled; leveling is done between the different high schools, not between classes at the same high school. The difficulty of courses is roughly equivalent to our "honors" classes. The only time students leave homeroom is for electives such as art, music, and caligraphy.

This is partially due to the smaller size of Nakajima's Japanese school — it has only about 700 students and contains only grades ten through twelve. The school is also all-female, and students must wear a uniform: white blouse, white socks, navy blue skirt, black bag, and black shoes. Nothing fancy is allowed — no jewelry and certainly no hair perms. Commented Nakajima, "[Before going to LHS], I didn't realize how strict my school was."

Stalking the Perfect Summer...Job

By Laura Thompson

While most students would rather relax by the pool or at the beach then become one of the many employed, summertime is the perfect opportunity for work experience before college or getting "a real job." As now is the right time to plan for the summer, it is interesting to hear the variety of summer jobs that Lexington High School students have aquired.

In the dry, barren Badlands of South Dakota, junior Jeff Geltman will be the first high school student in a college program called Wildlands Research. With ten college students, he will be doing environmental research in the area for nearby companies and American Indian cultures. Although he is not sure of the tasks to be performed, they will involve some studying of the unusual rock formations and of the enviroment itself.

He discovered this program through junior Janet Doherty who provided him with pamphlets of information.

Geltman is doing the program "just for fun," but he acknowledges that it will be a valuable educational experience as he is planning to major in Environmental Studies in college.

Also gaining experience and skills, but in a location closer to home, junior Michelle Sheehy will be returning to her job of last summer working for Thomas Zimmer, Attorney-at-Law. In her office space, she is provided with her own desk and telephone plus the use of a typewriter, a Xerox machine, and various computers.

But the interesting aspect is that Sheehy aquires several law terms and experience in the legal format of litigation and divorce as she associates with lawyers, clients, and contacts. In her free time, she can browse through the collection of law books available to her. This is particularly helpful as Sheehy is looking forward to International Law as her college major.

Junior Doug Wilson says that earning "easy money" is a big plus for his summer job at a computer camp. Photo by Pieter Cohen

Sheehy commented, "It seems like it would be really boring to work in an office in the summer, but it is really interesting and fun."

Another junior, Doug Wilson, will be a camp counselor - as are many students during the summer. It seems natural for former campers like Wilson to return to their childhood summer camps as counselors, but Wilson will be working at a rather unique place: a computer education camp located at Babson College where, like most counselors, he will have to supervise kids of all ages. As an instructor, he will teach computer languages such as Basic and Pascal and courses like Games and Simulations.

When asked why he chose this job, he laughed and said, "Easy money, of course!"

Then he answered seriously, "I know most of the kids, and I like working with computers."

Although these are only summer jobs, these students do view their work as "real jobs." They look foreward to using the knowledge gained in whatever field of work they may choose in the future, but most importantly, they are eager and happy for the arrival of an interesting summer.

Earning is Learning, Too

I had gotten the job as an overnight camp counselor in New Hampshire. This was the perfect job for me: it afforded me the chance to "try my wings" before going to college, to enjoy myself at a good job, and most importantly, to earn money for future college costs while at the same time learning the valuable skill of leadership.

The only remaining obstacle was the time conflict between the required pre-camp counselor training and school final exam week. I went to talk with Acting Principal David Wilson, confident that I would be able to arrange to take my finals a week early. I was shocked to discover that school final policy forbade the taking of early finals except for "unusual educational opportunities." Working at a camp did not qualify as "educational." In other words, I would either have to take my finals in the middle of the summer, or forfeit my job.

"The school does not seem to understand that many students are expected to work during the summer."

The school's definition of "unusual educational opportunities" includes activities such as college summer schools, debate camp, and advanced music camps such as Tanglewood. Undoubtedly, these opportunities are very worthwhile. But one can learn just as much, if not more, from the intense leadership experience gained from being a camp counselor.

Moreover, the school assumes that all Lexington High School students have the leisure to pursue "educational" opportunites during the summer. The school does not seem to understand that many students, like me, are expected to work during the summer. I am bothered by the assumption that it is better to study during the summer than to work, even if the earnings from working will be used to help with the enormous cost of higher education.

Obviously, it would be impossible to grant every student the right to take finals early, be the reason education, work, travel, or family vacation. Either the students who stayed behind would know all of the questions beforehand or the teachers would end up creating hundreds of different finals for each student before s/he left. The line must be drawn somewhere.

But there is a difference between travel or family vacations, which generally can be taken a week later, and work in which one's obtaining the job depends on missing the last week of school. Of course, not all jobs necessitate missing the last week, and some vacation plans do require this. However, work represents the need to earn money for post-high school education, whereas travel, although very worthwhile, represents spending money for relaxation.

Students leaving school early for jobs which necessitate missing the last week could take the same finals which students leaving school early to take part in "unusual educational experiences" take. But if this would still result in too much trouble for teachers, then the line between "education" and everything else should not be drawn at all.

No one should be able to take finals early. The school should not assume that Lexington High School students do not need to work over the summer or place value judgements on one kind of learning over another.

—By Karen Mark

STUDENT PARKING LOT FLOODS - MAY 24
"The advantage to the sticker system is that you can get in and out of the Student Parking Lot with a minimum of hassle and aggravation."
DO NOT BLOCK ENTRANCE

HEY DILTON - YOU'RE THE SMARTEST GUY IN OUR CLASS! WHAT'S THIS ABOUT YOU NOT GRADUATING?
IT'S TRUE, ARCHIE! I MISSED TWO ASTROPHYSICS CLASSES AND LOST MY CREDIT - NOW I CAN'T GO TO MIT. - I GOTTA STAY BACK LIKE THE KIDS WHO MAKE UP GYM!

Skips Shouldn't Cut Credit

There's a good possibility that, next year, if you have two "unexcused" absences from one of your courses during a quarter, you will lose one-fourth of your credit for that class. This idea was conceived by a committee which Acting Principal David Wilson created. The committee was supposed to evaluate the high school's attendance policy and decide how to improve upon it.

The committee members decided that students should lose credit if they cut classes. This is an unworkable, and unfair plan.

LHS has an attendance policy now. It doesn't work, and that's the reason why Mr. Wilson wants a new one. However, one reason the policy doesn't work is that is isn't enforced. If you skip a class, you are supposed to be given a house detention. Such action is rarely taken.

Enforcement varies from housemaster to housemaster: some are a little more lenient than others. Parents of some students with one housemaster are notified when their child cuts a class, while parents whose kids have another never hear a peep.

This enforcement problem will remain no matter how great the penalties become. Even if the attendance policy is revised, how many housemasters would cut out a kid's credit if s/he missed two classes?

Teachers, too, will circumvent the policy. Some teachers don't take attendance now and probably still wouldn't under a new policy; more teachers would be inclined to ignore a couple of absences. Would you want to keep a senior from graduating because s/he missed two classes the whole year?

Parents undermine the current policy by excusing their children illegitimately. This practice would become more widespread if their children's credit were stake.

Besides being unenforceable, the policy has other problems. Students who have skipped two classes in one quarter and lost their credit don't have much of an incentive to keep going to the class. Who wants to go to a class where one won't receive a grade or credit for it?

One shouldn't lose credit for missing a class where a substitute teaches. If the teacher isn't present, the student is not really missing classroom time. Most substitutes just assign homework to be done in class. Study halls shouldn't count, either. Would a student study less if s/he skipped it? And would s/he lose homeroom credit for skipping homeroom?

Two absences is a low threshold for a penalty as drastic as a loss of credit. If your teacher forgets to send in a field trip form, there goes your geometry credit. Technically, if your parent forgets to call you in and/or doesn't send a note in a day after your absences, you could credit, too.

Neither the current policy nor the proposed one works. The difference between the two is that the proposed policy is a dangerous instrument that could potentially hurt a lot of innocent students. It does little to the students who skip often while creating a lot of hassle and risk for students who generally attend class.

Let the occasional skippers go. If they can miss the classes and still not fail, then they are still learning the material. Teachers have no obligation to such students for extra help. If the student fails, then s/he will lose credit, anyway.

Let the students take charge of their own lives. Why take addtional action to force kids into classes where they don't want to be? Cluster requirements serve that purpose. After ten cuts, perhaps, take some credit-reducing action. But don't force the rest of us to live with the hassle of having to deal with the new policy.

—By Todd Sinai

Letters to the Editor

People Should Avoid "Weightist" Thinking

To the Editor:

I was disappointed to read in the otherwise excellent article "Anorexia: Not At All Glamorous" (May 12) a statement wrongly attributed to me which quoted me as questioning "How can a 230-pound person readily accept him or herself?" I was not interviewed for this article, so I do not understand where the quote originated. Like most discussions of eating disorders, the May 12th article contains a typical example of the hidden thin-promoting message which feeds the national obsession with weight control and fear of any weight gain at all. This media pressure not to accept the large-bodied person is truly overwhelming to our culture. It is especially vicious to women. Even the woman who has worked on and tamed her own responses to this pressure will surprise herself with a lapse to biased thinking about weight and shape because of the years of exposure to the media "brainwash" about what is acceptable appearance for a woman.

Self-acceptance is independent of any particular size. It involves the development of an appreciation of what one can and cannot realistically change about oneself and is the key to full recovery from an eating disorder. It includes an ability to evaluate messages which promote WEIGHTIST attitudes critically. WEIGHTIST attitudes are prejudiced. They complicate the task of building self-esteem and also respect for others. To assume that a 230-pound person or a person of any size could not achieve a fully developed self-acceptance in all its dimensions is a weightist assumption. There are large people as well as small people who achieve self-esteem, success, power, beauty, elegance and style — and there are large and small people who do not. However, like the effects of other prejudices, weightism left unchecked can be harmful to the development of people of any size. Weightism contributes to enforced rejection (as early as three years of age, it seems), self-isolation, to exaggerated fear of fat and, ultimately, to eating disorders in those who are predisposed to these diseases.

We can make a difference, starting now, if we take care to inform ourselves more fully about the myths which surround obesity. These myths need to be broken by intervening to correct inaccuracies as they appear. We can help by understanding that the answers to any long-range improved health, fitness, beauty, and well-being rarely are found in restricitve dieting for weight loss. The most recent research indicates how restrictive dieting leads to weight-cycling and weight gain and you would do well to stay tuned in for ongoing updates on this. Not enough people are yet aware of their own weightist assumptions, including many health professionals. Our own increasing awareness of this unfortunate prejudice can help neutralize the hidden messages in the media and, most importantly, in our own minds.

—Lynda Wilson Laurence, M.A.C.P., N.C.C.

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LHS Senate Produces "Little of Substance"

In a school year characterized by the traumatic and the unexpected, the new LHS Senate has gotten off to an inauspicious start. The first bill passed by the Senate, allowing teachers to take appropriately sized groups into their own classrooms for study halls, was promptly vetoed by Acting Principal David A. Wilson. Wilson's reasoning for the veto was viewed by many as tenuous—and extreme. The veto was overruled and sent to the School Committee for further action. When the Committee failed to respond to the bill within the required ten school days, the bill went into effect and the Senate was off and rolling.

Instead of arriving with carefully planned amendments and suggestions, many senators, having neglected to pick up their own minutes and agenda during the preceding week, relied on gazing over their neighbor's shoulder in order to follow the agenda.

As was expected for the charter year of the Senate, the first meetings were learning experiences. Students discovered the benefits and the impediments of parliamentary procedure. Faculty concern that the student majority would irresponsibly rule the Senate proved to be unfounded. The time constraints of an X-block were felt during several heated debates. But even taking into account the inexperience of senators and the problems encountered throughout the year, disappointingly little of substance was produced in the Senate's initial year.

A typical Senate X-block meeting commenced five minutes late. While student and faculty senators streamed in throughout the meeting, the secretary diligently marked them present. Meetings were additionally slowed because of inadequate preparation by senators. Instead of arriving with carefully planned amendments and suggestions, many senators, having neglected to pick up their own minutes and agenda during the preceding week, relied on gazing over their neighbor's shoulder in order to follow the agenda.

A grand total of five bills were passed by the Senate, the scope of which extended from outlining the duties of the Senate secretary to adding final exam grades to report cards. Several bills submitted in September have yet to reach the Senate floor.

The Senate's failure to reach consensus on more issues resulted partially from the lack of quality work and time put in by the five standing committees. A bill recreating the High School's Board of Appeals remained mired in the Policy Committee for the greater part of the year, leaving people who were elected last spring to serve on the Board as members of a nonexistent body. The Communications Committee acknowledged that problems were present with the current homeroom policy, yet it gave a negative recommendation to a suggested plan for student mailboxes without offering any proposals that would solve these problems. The dearth of committee work contributed to the year's sparsity of achievements.

From the December 9 session to the March 16 session, the Senate debated and discussed the Open Campus Bill, only to table discussion on the March 16 session until May 4. From May 4 to the final May 25 session, the Senate continued to labor over the bill. No resolution was ever reached. Inaction on the Open Campus remains the Senate's greatest failure. If incoming Superintendent Philip Geiger were to remove this student privilege, arguing that the Senate's failure indicated that school community concern was not great, one could hardly blame him. That the High School might need such a negative response to generate action is a sorry comment on school spirit.

Discussion on the afflicted Open Campus Bill, perhaps the most universally important issue that will ever come before the Senate, took place before a Science Lecture Hall which was close to void of non-senators. Only a handful of student and faculty observers were present. When a suitable solution is voted on next year (or the year after), many students who were not senators will invariably complain about the end result, just as they have complained about both the bill placing the final exam on report cards and about the Community Service Bill.

These students have no one to blame but themselves for their disgruntlement. An X-block was created so that non-senators could attend Senate meetings and contribute to debates. Those who argue that they were unaware of the Senate agenda must have walked through the halls of LHS completely blind to the agenda posted in the Main Hall, in front of the Student Activities Center, and in all the cafeterias, and remained deaf to frequent announcements of upcoming Senate deliberations.

The passage of the Community Service Bill was the Senate's most noteworthy feat. This bill combined yeoman committee work with healthy debate on the Senate floor. This legislation alone assures a permanent place in LHS history for the 1987-88 Senate. The feeling of achievement expressed by the applause that filled the Senate "chamber" upon the enactment of the proposal embodied what the framers of the LHS Constitution sought when penning the document.

Did the Senate successfully fulfill other goals of the Constitution framers? Did the Senate attain all it set out to do? This senator believes that the original goals could have been better realized and that the Senate's objectives could have been better accomplished.

—By Chip Giller

CONSTITUTION MEETING - 1986
Then it's decided. We'll meet X-BLOCK with no other activities allowed and that way everyone can participate!
YES
yes
good idea
Imagine - dozens of students in attendance!
BANG
SENATE MEETING - 1988
I WANT TO ADDRESS THIS BODY - ALL SIX OF YOU - REGARDING THIS CRITICAL OPEN CAMPUS ISSUE, blah blah belch blah

To Avoid Drunk Driving, Just Don't Drink at All

The number of teenagers who drink is rising every day. Surveys show that about 10,000 young people between the ages of sixteen and twenty-four are killed each year in alcohol related accidents which include drowning, suicide, homocide, and injury from fire. Alcohol related highway accidents are the number one cause of death of fifteen- to twenty-four-year-olds. The purchase and consumption of alcohol by persons under the age of twenty-one are illegal, yet nearly 100,000 ten- and eleven-year-olds reported in 1985 that they had gotten drunk at least once.

Turn on the television for a few minutes, and the message is being sent out that beer and wine are necessary for a party atmosphere. Before a child is of legal drinking age, he or she will see alcohol consumed an average of 75,000 times on T.V.

More and more teenage parties in Lexington are "livened up" by the addition of alcohol. Where is the alcohol coming from? Who is buying for these under-aged party-goers? The use and abuse of alcohol by teenagers is a growing problem that needs to be dealt with.

MADD (Mothers Against Drunk Drivers) and SADD (Students Against Drunk Drivers) are two groups which are helping to make parents and teenagers aware of the drinking problems of teenagers. The MADD/SADD program is based on a signed contract between parents and children that states that the child will call home for a ride if he or she has been drinking. This is all well and good, except for the fact these kids are not supposed to be drinking in the first place! If MADD/SADD put its energy into stopping teenage drinking, there would be no need to stop drunk driving.

Teenagers need an example of responsibility to follow. No one would be a better example than parents. Many parents in Lexington do not support open campus or the cancelling of classes when a teacher is absent, because they want their children to be "accounted for" at all times. Yet, on Friday night how many parents really can "account for" these same teenagers?

Parents are as much at fault as their offspring if they allow the illegal consumption of alcohol. "I don't mind if Johnny drinks as long as he doesn't drive home," is a lame rationalization. Parents need to take a stand against teenage drinking in order for their children to take a stand against peer pressure.

Surely Lexington teenagers are intelligent enough to know that a good time is possible without alcohol.

—By Rosemary Berger

Senior Superlatives 1988

Best Looking
Mark Maguire; Kerry Grebe

Best Dressed
Bart O'Conner; Lisa Ansin

Best Personality
Jeff Hagopian; Kristen McCauley

Most Popular
Jeff Hagopian; Laurie Budding

Nicest Eyes
Cliff Battite; Laurie Budding

Cutest Smile
Shawn Matthews; Jennifer Leader

Biggest Flirt
Tom Brinklow; Shari Perlmutter

Most Likely to Succeed
AjeyaJoshi; Trisha Perez

Most Artistic
Stephen Frolich; Elisa Martinez

Most Musical
Charlie Lee; Tish Hom

Mr. and Mrs. Apple Pie
Ben Root; Carol Saunders

Worst Driver
Lubos Kocek; Christine Bird; Laura Snell; Robyn Tighe

Most Huggable
Per Malkus; Susan Ives

Romeo and Juliet
Frank DiGiammarino; Liz Lloyd

Class Partyer
Brett Douglass; Beth Abadjian

Class Athlete
Eric Crichlow; Carol Saunders

Class Clown
Peter Weng; Dina Cannalonga

Bound for Broadway
Andy Saks; Kim Carnesale

Classiest
Andrew Fearnside; Elise Richer

Most Likely to Become a Used Car Salesperson
Eddie Sullivan; Kelly Wilt

Best Body
Matt Hutchinson; Beth Abadjian

Lady/Man Killer
Mark Maguire; Ashley Sakakeeny

Most Intelligent
Seth Harris; Sara Krieger

Class Joe Cool
John Mazerall; Matt Packard; Robin Turner

Class Gossip
Rob Weintraub; Jen O'Connell; Kelly Wilt

Most Talented
Seth Harris; Shana Alexander

Future Drill Seargent
John Marquis; Martha Revis

Future Homemaker
Dan Conti; Debbie Murphy

Class Radical
Peter Verdone; Jesse Alaimo; Renee Raboin

Most Likely to Become a Priest/Nun
Dan Conti; Tara Ippolito

Class Loudmouth
Tom Brinklow; Kelly Wilt

Most Dateable
Richie Marzilli; Mary Whiteside

Class Daredevil
John Marquis; Christine Lahiff

Class Bookworm
Dan Goldberg; Sara Krieger

Brownest Nose
Brian Sites; Jennifer Yales

Class Sweetie-Pie
Ajeya Joshi; Lori Graceffa

Most Dependable
Ajeya Joshi; Dan Strollo; Jean Chisholm

Most Ambitious
James Carroll; Ajeya Joshi; Laurie Budding

Class Open Mouth, Insert Foot
John Niland; Sherry Tighe

Names and

A

Beth Abadjian	
Scott Abel	Ithaca College
Lisa R. Abrons	Roger Williams College
Jeff Achter	Brown College
Heather Adamian	Western New England College
Shawn Adams	Syracuse University
Amy Adler	George Washington University
Jill Ahlstrand	Syracuse University
Arthur Aizley	Brandeis University
David C. Aker	University of Lowell
Jessamin Alaimo	
Shana Nicole Alexander	Harvard-Radcliffe Colleges
Altof Ali Hassan Al-Hakim	Mount Holyoke College
Andrea Amador	Going back to Spain; University of Madrid
David Ammer	Phillips Andover '88; Swarthmore '89
Karen L. Anderson	Colorado College
Lisa Ansin	Boston College
Peter Anthes	Carleton College
Bill Ashmanskas	Harvard College
Diana Ayers	

B

Margot Barnert	American University
Lisa Barnes	Dean Junior College
John Barnhill	Elon College, Communications
Mark Barter	Briston Prep. then Norwich
Cliff Battite	Kansas
Gretchen Baum	Mount St. Mary's College
Julie Becker	Northeastern University
Susanne Beckmann	German Gymnasium
Erin Belfer	Hampshire College
Carolyn Bell	Universtiy of Arizona
Rosemary Berger	College of William and Mary
Leesa Berman	Becker Junior College
Christine Bird	University of Massachusetts—Amherst
Kristin E. Booker	Colby Sawyer College
Kim E. Boudreau	UMass—Amherst, Management
Robert Boudreau	Working
Kerry Bowes	
Emily Brackett	Carleton College
Peter Brandenburg	University of California—Santa Cruz
Suzanna Bray	Bradford College
McLaren Killeen Brennan	University of Massachusetts—Amherst
Tom Brincklow	Westfield State College
Lisa Brink	
Quandra C. Broadwater	North Carolina Central University
Marc Brugal	Back to Spain; University of Barcelona
Laurie Budding	Dickinson College
Kevin Burnes	University of Virginia
Robin Byczkowski	Bay State Junior College

C

Marc Calabuig	Back to Spain; University of Madrid
Vanessa Diane Campbell	St. John's University
Dina Cannalonga	Boston College
Marc Anthony Cardullo	University of New Hampshire
Robert Cargill	Northeastern University
Kimberly Carnesale	Harvard College
Andrew Carroll	Wentworth School of Technology
James Carroll	Dartmouth College
Justine Louise Caton	Smith College
David Chait	University of Massachusetts—Amherst
Jeffy Chang	Columbia University
Kofu Chen	Work; Oberlin College
Mike Chevrette	U.S. Air Force
William Chi	UMass—Amherst; U.S. Army
Jean Chisholm	UMass—Amherst
Patricia M. Chisholm	
Jennifer Chyet	McGill University
James Clark	Trade school
Kenneth Coffin	Middlesex Community College
Laura H. Cohen	Clark University
Pieter Cohen	University of Virginia
Rebecca F. Cohen	University of Rochester
Denis Cole	
Laurie Coleman	Work; Hairdressing School
Elizabeth Collins	Smith College
Kelly Concannon	Boston College
Annie Tiffany Conklin	Tufts University
Daniel Conti	Holy Cross College
Valerie L. Coombs	Boston College
Kirk Cordell	
Carole Cormier	Bentley College
David Coughlin	Southeastern Massachusetts University
Mark Coughlin	Clemson University
Jodi Coulter	
Margaret H. Cowley	University of Massachusetts
Adam Cramer	University of Hartford
Eric Crichlow	Auburn University
Amy Curtin	Simmons College

D

Johann Daggett	St. Anselm's College
Stergeos Daileanes	Westfield State College
Brian Perry Daniels	University of Massachusetts— Amherst
Valisha Darden	Northeastern University, Computers
Sriram Dasari	Columbia University
Russell Davies	Northeastern University — Honors Program
Jason Davis	Harvard College
Scott D. DePaola	Clark University
Nicole DeFrancesco	University of Massachusetts—Amherst
Christina Marie DeGuglielmo	Undecided
Eric Desmond	
Zachary Deutsch	Princeton University
Mark Dickison	Syracuse University
Frank DiGiammarino	Univsity of Massachusetts—Amherst
Lauren Dorn	Boston University
Brett Douglass	Work; School
Annette Dratch	University of Massachusetts
Anita M. Dubs	Post-grad year; college in California
John A. Durkey	Purdue University

E-F

Matthew England	
Siff Enzmann	Boston College
Melissa Danielle Evans	Hampshire College
Wei-chiao Fang	Cornell University
Lisa Farias	Stonehill College
Julien Farland	Wesleyan University
Andrew Fearnside	Tufts University
Arlene Figueiredo	Northeastern University
Fern Fineberg	New England College
Alison Fitzgerald	Undecided
Maryellen Flaherty	Worcester College
John Flanagan	College of the Holy Cross
Kristie Forbes	LaSalle College
Steven Ford	University of Hartford
Daniel Fortmann	Wesleyan University
John Paul Fradette	Middlesex Community College
Kevin Frank	Dartmouth College
Jane Freeman	University of Connecticut
Amanda French	Bowdoin College
Dennis Friday II	Bunker Hill College
Gabriel Fried	
Miriam I. Friedman	University of Massachusetts—Amherst
Christina Frizzie	University of Massachusetts—Amherst
Stephen Frolich	Rochester Institute of Technology
David Furman	George Washington University

G-H

John Galligan	Syracuse University
Marian Gaposchkin	University of Michigan
Andrew Gelling	Bates College
Ethan Gettman	Colby College
Matthew Gilbert	Northeastern University
Douglas W.A. Gilman	Northeastern University
John Gilmour	McGill University
Daniel R. Goldberg	Skidmore College
Elizabeth Goldman	George Washington University
Jordan Goldman	Brandeis University
Matthew J. Goode	Tufts College of Engineering
Ned Goodell	Colby College
Jeffrey Gower	
John Grace	Westchester University
Lori Graceffa	Framingham State
Tom Graham	
Heather Leigh Gray	
Jennifer Catherine Gray	Undecided
Kerry Grebe	College
Jeff Greenberg	Colorado State University
Melonie Griffiths	Undecided
Mason Groff	University of Massachusetts—Amherst
Michael Gruber	Syracuse University
Gregory L. Gryllakis	
Laura Guertin	University of Vermont
Elise Guest	University of Colorado
Robin Gullotti	College at Johnson and Wales
Alex Hagenah	Fairleigh Dickinson University
Frank Hagney	Louisiana State University
Jeff Hagopian	Trinity College
Caleb Hale	University of Massachusetts—Amherst
Ezra Hale	DePauw University
Dianne Hampton	New England Baptist School of Nursing
Eric Hansen	University of Rochester
John P. Harcourt	Syracuse University
Phoebe K. Harris	Smith College
Seth Harris	Yale College
Nicholas Hart	University of Michigan
Jason Hartz	University of Maine—Orono
Jill Harvey	
Natalie Hayward	Castleton State College
Cynthia Hillier	University of Rhode Island
Stuart Holland	Allegheny College
Letitia J. Hom	Wellesley College
Sang-Gee Hong	Bryn Mawr College
Joshua Howell	Dartmouth College
Seana Howell	Boston College
Juan Huerta	Colby College
Tim Hunt	
Matthew Hutchinson	Syracuse University
Robert Paul Hutchinson	Undecided

Places 1988

I-J-K

Maha Ibrahim	Stanford University
Tara Ippolito	Boston College
Susan Ives	University of New Hampshire
Raja Jha	University of Zimbabwe
Robert Johnson	New York School of Visual Arts
Heather Jones	University of California—Berkeley
Ajeya P. Joshi	Dartmouth College
Daegan Jule	
Milan Kalelkar	Pursuing a career in music
Mark Kaplan	Oberlin College
David Kealey	Undecided
Elizabeth A. Kechejian	
Robert Kefalas	Tufts University
Angela Kelley	Northeastern University
William J. Kennedy	RPI
Maryam Keramaty	Simmons College
Christina Key	College; Psychology and Work
Glenn Kiladis	Babson College
Joshua Kilbridge	Vassar College
Elizabeth Kincaid	Boston University
Christina King	San Francisco Art Institute
Fred Kline	Syracuse University
Jack Ko	Dartmouth College
Lubos Kocek	West Virginia University
Ken Kokubo	Massachusetts College of Art
Sara Krieger	Yale University

L

Thomas L. Lacey	Year off '88; Bates College '89
Christine Lahiff	Working
Kimberly Lally	University of Lowell
Wendy Landman	Cornell University
Jennifer Landrum	Middlesex Junior College
Mark Langone	
David Lavalle	Berkshire (Prep School)
Melissa Lawton	University of Massachusetts
Robert B. Leadbetter III	University of New Hampshire
Jennifer A. Leader	Ohio University
Chris Leary	WPI
Charles P. Lee	Massachusetts Institute of Technology
Devon Marie Lee	World College West
Jeremy Lena	Foreign Exchange
Kate Leopold	Wheaton College
Russell Levine	Work '88; Univ. of Massachusettts—Boston '89
Ben Lewis	Williams College
Tay Liang	Worcester Polytechnical Institute
James Lin	University of Michigan
John Lin	
Tony Lin	Dartmouth College
May Liu	University of Lowell
Elizabeth Lloyd	Lycoming College
Louis LoCicero	Middlesex
Amy Lund	Work

M

Elinor Maclennan	Worcester State College
Orlando Maffucci	
Beth Magerer	Middlesex Community College
Mark P. Maguire	Phillips Andover Academy
Coleen Mahoney	Work; College
Per Malkus	Massachusetts Institute of Technology
Cara Manfredi	Springfield College
Peter Agisilaos. Manickas	University of Massachusetts—Amherst
Robert Marcin	Undecided
Erika Marcus	University of Richmond
William Mark	Rice University
John Marquis	
Patrick Marshall	University of Chicago
Craig Martin	
Elisa Martinez-Sanchez	Georgetown University
Jennifer Marx	University of Michigan - Honors Program
Rich Marzilli	Bridgton Academy
Jouta Matsuda	Sophia University,Tokyo
Shawn Matthews	New Hampton Prep
Cindy Mayhan	University of Dayton
John Mazerall	SMU
Nathan McCabe	Westfield State College; N.A.A.C.P.
Jennifer Treacy McCarthy	St. Anselem's
Kristen McCauley	Stonehill College
Dave McGuinness	U.S. Coast Guard
Kevin McLaughlin	Vanderbilt University
David McWeeney	Villanova University
Nancy Medas	Nichols College
Archana Mehra	Wellesley College
Lisa Mellican	Undecided
Michelle Mello	Syracuse University
Catherine L. Miller	Brewster Academy
Rachel Miller	Southeastern Massachusetts University
Scott N. Miller	Dartmouth College
Allison L. Mitchell	Hood College
Colleen Monaghan	Dartmouth College
Nicholas P. Morgan	McGill University
James Morrison	Bridgton Academy
Lesley E. Scott Morton	St. Andrew's University, Scotland
Andrew Munkres	Macalester College
Debra Marie Murphy	Northeastern University
Larissa Murphy	Oberlin College
Mark Murphy	University of New Hampshire
Christina Myers	

N-O-P

Shailesh R. Naidu	Work; College
Michiko Nakajima	Returning to Japan to finish high school
Geoff Nelson	Rhode Island School of Design
Lisa Neville	Work; College
Audrey Nezer	George Washingon University
John Niland	Trinity College
Chuck O'Connell	Work: Carpentry
Jennifer O'Connell	University of Colorado—Boulder
Bart O'Conner	University of Massachusetts—Amherst
Crystallin O'Neil	Salem State College
Eugene O'Neill	UMass—Amherst
Susan N. Ortolano	Barnard College
Todd Ossman	Colorado State University
Michelle Ouellette	Northeastern University
Jennifer Jane Pacelli	
Matt Packard	Hartwick College
Justine Palladino	Work
Marianne Lorine Palmer	Undecided
Rod Parilla	Work
Shaun Parker	College
Lori Sheila Parris	Boston College
Susan Pasquale	University of Massachusetts
Kelly Patterson	College
Julie Pawlak	Harvard-Radcliffe Colleges
Joel Pedlikin	Brown University
Lisa Pedulla	Lesley College
David Pelkey	Brigton Academy
Trisha Perez	Harvard-Radcliffe Colleges
Shari Perlmutter	University of Colorado
Andrew Perry	Williams College
Emmanuelle Pigeon	Parsons School of Design—Los Angeles
Geoff Pike	Harvard College
Laura Piraino	Police Academy
Ted Portnay	Brandeis University
Holly Ann Prather	
Tom Pszenny	Massachusetts Bay Community College
Katherine Pullan	

Q-R

Tanya Quarels	Northeastern University
Renee Raboin	Becker Junior College; Antioch College
Himi Raina	Brandeis University
Revati Rangabhasham	College—Undecided
Robert C. Reardon	Curry College
Matt Reilly	Northeastern University
Martha E. Revis	University of Maryland—College Park
Jennifer Richards	Work - Orchard Hills Athletic Club
Elise Richer	Swarthmore College
Greg Roberts	Calvin College
Mike Rogers	Middlesex Community College
Shawna Rogers	Fisher Junior College
Jennifer Rogina	
Richard Roos	Massachusetts Institute of Technology
Benjamin P. Root	Grinnell College
Susan Rubin	University of Massachusetts—Amherst
Jay Rushin	Pace University
Richard Rycroft	Wentworth Institute of Technology
Thomas Ryder	University of Lowell

S

Carol Sacco	Villinova University
Robert Sacco	RIT
Ashley Sakakeeny	Merrimack College
Andrew Saks	Tulane University
Kelvin Sanders	Southern Connecticut State University
Kyle Sargent	Old Dominion University
Amy Saulich	Tufts University
Carol Saunders	Stonehill College
Katharine Savage	Western Maryland College
Daniel Schaffer	Carnegie Mellon University
Jeremy Schiller	University of Wisconsin—Madison
Kimberlee Schuler	University of Maine at Farmington
Susan Scott	Middlesex Community College
Wayne Seaton	St. John's University
Kevin Sefton	Massachusetts Bay Community College
Robert Sgrosso	Wentworth Insitute of Technology
Neepa Shah	American University
Luyi Shao	George Washington University
Marie Shaw	Work and College
David Sherman	Tufts University
Michael Shimansky	Plymouth State
Noah Schriber	University of Denver, Colorado
Jimmy Silva	Bentley College
Amy Simpson	University of Wisconsin—Madison
Todd Sinai	Yale University
Brian D. Sites	Kenyon College
Jennifer Sites	University of Massachusetts—Amherst
Caitlin M. Smith	Smith College
Laura Snell	University of Vermont
Peter Soparkar	Oberlin College
Frank Sorrento	United States Marine Corps
Megan Spann	Trinity College

Names and Places 1988

Judy Spiegler	Northeastern University
William A. Stevenhagen	
Alissa Stayn	Tufts University
Paul Stepahian	Bentley College
David Stering	UMass—Amherst, Business
Elliott Stewart	Michigan Technological University
Tom Stille	Tufts University
Dan Strollo	UMass—Amherst
Edward Sullivan	Brighton Academy
Peter Sullivan	University of Miami, Florida
Karen Sundberg	University of New Haven
Daniel Sweeney	Working

T-U-V

Contara Tan	University of Lowell
Tavery Tan	Elms College
Beth Tarmy	Syracuse University
Elizabeth Tauber	
Kendra Thomas	College
Carletta Thompson	Spelman College
Derek Thompson	Syracuse University
Robyn Tighe	
Sherry Tighe	Plymouth State College
Dominic Ting	
Pamela Tobler	Framingham State College—Art Program
Suzanne Tomlinson	University of California—San Diego
Raffi Topjian	Curry College
Julianne Trodella	Colby College
George Tsitsopoulous	Wentworth
Robin Turner	Fisk University
Kim Turner-Waronka	Drew University
Cara Twomey	Going back to Australia
Feodor Ung	Harvard College
Victoria Vaagbay	College
Andrew Van Hook	Phillips Exeter Academy
Peter Verdone	Bryant College
Gonzalo Verdugo	Brandeis University
David Vigorito	
Laura Vote	Fitchburg State College

W-X-Y-Z

Michael Walker	
Tonya Walker	Princeton University
Maureen Wall	
Seth Wallack	University of California—Santa Cruz
David Walsh	George Mason University
Che-Yuan Wang	University of Illinois—Champaign/Urbana
Jennifer Warren	Wheaton College
Angela Washington	Xavier University
Robert Weintraub	Dean Junior College
Elizabeth Welch	Tufts University
Amy Elizabeth Wells	
Peter Weng	Cornell University; Peace Corps
Bill Westfall	Connecticut College
Mary Whiteside	Syracuse University
Brian Whyte	University of Lowell
Jennifer Wichmann	Rutgers College
Jennifer Wilcox	University of Massachusetts—Amherst
Eric Wilemski	Oberlin College
Mike Wiley	University of Richmond
Matthew Willey	Alfred University
Lisa Williams	Johnson and Wales College
Trevor Williams	Virginia—Wesylan College
Sarah Willson	University of Chicago
Craig Wilson	Middlesex Community College
Jenny Wilson	Connecticut College
Kelly Wilt	Syracuse University
Melissa J. Winslow	University of Massachusetts—Amherst
James Wislotski	
Steven Wolfe	
Robin Wolk	University of Vermont
Christen Wood	Colorado State University
Jennifer Yales	Miami University—Oxford, Ohio
Eric Yankovich	University of Vermont
Lori Young	Clark University
Laura Zahn	Smith College
Leah E. Zelinsky	Brandeis University
Yura Zhovnirovsky	Work
Jill Zimmerman	Boston University
Ron Zorea	Massachusetts Institute of Technology

Seniors Stephen Frolich ("The Nerd") and Jeff Hagopian ("The Incredible Hulk") show their inner personas during the May 13 Senior Fools Day. Seniors were "auctioned" to LHS students to raise money for the Senior Class. Photo by Maryam Keramaty

Jenanyan Leaving LHS

continued from page 1

I enjoyed chaperoning students, taking them to Quebec and France."

Jenanyan stressed the importance of teaching both the French language and the French culture: "I know I was able to bring to the class not only the printed curriculum, but also add to it my personal learning and knowledge of French life and history. This is a society we're talking about," he pointed out. "We're not just talking about conjugating verbs."

Junior Sarah Wildasin, a student in Jenanyan's Honors French-11 class and a secretary of the French Club, stated, "He didn't always do things by the book, but he was so full of energy and knowledge that we couldn't help but learn something. I don't know what's going to happen to the French Club."

Senior Rosemary Berger, who went on the French exchange with Jenanyan last year added, "Mr. Jenanyan was really energetic. He was always willing to take us into Paris and show us everything. He knows so much; it was very helpful. There's definitely going to be a gap in the Language Department."

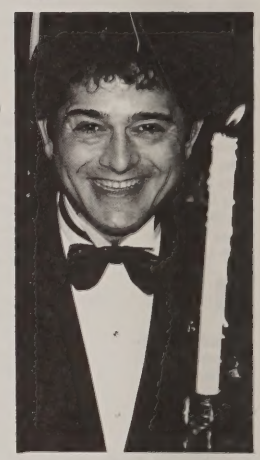
Bent described Jenanyan as a person with "boundless energy, a wonderful sense of humor, a terrific quick wit, and creativity."

According to Bent, Jenanyan will not be replaced because the Language Department was already slated to be reduced; therefore existing staff will simply be reallocated to take over Jenanyan's classes next year.

In his retirement, Jenanyan intends to relax and possibly spend some time living in France. He said, however, that he does not plan to "vegitate." He is thinking about opening a little antique business and he will continue his volunteer work for the Haitian Community in Boston.

"It's good to think that in one's retirement," Jenanyan noted, "one will have a chance to lie back and assess one's life and contributions to society and feel good about it."

Jenanyan noted that he hopes for improvement in the morale of the teachers in the Language Department: "A great sense of urgency must permeate the administration so they understand that these teachers are human too and they need some tender loving care. Once the administration realizes this, you'll find that the teachers will do anything the administration wants them to and a hell of a lot more."



French teacher Rafe Jenanyan is retiring this year. "There will definitely be a gap in the language department," says senior Rosemary Berger. *Musket* File Photo.

Suffredinis Take Top Senior Posts

continued from page 1

Vice president next year will be Tina Farias, with Heidi Stayn as treasurer, and Kate Spitzmiller as secretary. The junior class has only fourteen Class Council seats and seven spots on Senate, but a tie between Wendy Blume and Doug Samo resulted in the addition of an eighth senate position. School Committee Sophomore Representative will be Kim Goode.

As for the class of 1991, Alison Fields, this year's class secretary, was victorious in her presidential campaign. Anjan Mukherjee will be sophomore vice president, while Leigh Niland will hold the office of secretary. Freshman treasurer Jennie Trodella once again ran uncontested and thus will return as sophomore treasurer. The class also elected fifteen Class Council members and seven senators, with quite a few incumbents being re-elected. Palyn Hung will represent the sophomores on School Committee.

The faculty election was held on the same day as the student one, but the staff only had to elect their senators. Seven house representatives were elected, among them returning senator and social studies teacher Elaine Engelberg from F-house, as well as seven Representatives at Large. Top vote-getters in the faculty election were F-housemaster Arthur Dulong and C-housemaster Jennifer Huntington.

Debate Team Wins National Tourney

By Todd Sinai

The Lexington High School Debate Team won the Catholic Forensic League Grand National Debate Tournament Memorial day weekend.

The tournament was held in New Orleans, Louisiana and attracted top competitors from all over the United States.

The team took first place in the debate sweepstakes. This award was given based on the standings of a school's top three competitors.

"I was surprised and excited about the sweepstakes award. It rewards strength in all areas of debate," said debate teacher Leslie Phillips. "It was a great achievement for our seniors.... For some of them it was their last tournament and it's an awfully nice way to go out."

Individual awards were given to seniors Feodor Ung and Jenny Wilson, who reached the semifinal round of the tournament. Junior Jeff Graham reached the octofinal round in the Lincoln-Douglas division.

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Junior Sheila Woodbridge stretches for a forehand. Woodbridge plays first doubles for the girls' tennis team. The team placed in the bottom half of the Middlesex League. Photo by Pieter Cohen

Girls' Tennis Bounces Back

By Sarah Estow

The Lexington High School girls' tennis team finished its 1988 season with an 8-5 record, earning a spot in the bottom half of the Middlesex League.

The League dual meet schedule is set up with each team playing the other nine. Then the League is divided into two halves with the five best playing each other, and the five others playing each other in the playoffs. The Minutewomen won the distinction of being the best of the worst.

The match to decide where in the league LHS would play came against Wakefield. Junior Sharon Glick, playing first singles, had an unusual match against Wakefield's Mary Beth Sydlowski. Glick won the first set 6-3, but Sydlowski came fighting back to end up winning the match. The final score was 6-3, 0-6, 3-6.

Sophomore Michelle Tenpas lost her second singles match 1-6, 5-7. Playing third singles, senior co-captain Fern Fineberg also lost 2-6, 0-6.

The first doubles team of Kelly Concannon and Laurie Budding was defeated 4-6, 1-6. The only bright spot for the Minutewomen came from the second doubles team of Sonia Herrmann and Nikki Marques. They beat the Wakefield pair 6-4, 6-4.

After watching his team's loss, coach Bruce Mallory said, "I'm disappointed, but I'm not depressed."

The victory over Watertown was a perfect example of the ease that the Minutewomen had defeating the rest of the bottom-half teams. Glick, in her usual first singles spot, defeated Lauren Khozozian 6-4, 6-1. Tenpas had no trouble in her second singles victory 6-1, 6-1. Playing third singles for the Minutewomen, junior Sarah Estow won 6-4, 6-0.

The first doubles team of Concannon and Sheila Woodbridge won 6-0, 6-1. The most impressive performance for Lexington came from the second doubles team of Herrmann and Marques who won 6-0, 6-0.

One match that was not typical of the other matches was against Stoneham. Earlier in the season, LHS defeated Stoneham, 4-1. This time, everyone expected to win easily 5-0, but Stoneham surprised the Minutewomen by winning two of the five matches.

Playing first singles, Tenpas was defeated 3-6, 3-6. At second singles, Concannon's opponent was forced to default after the first set due to an ankle injury. Concannon had won the first 6-1.

Woodbridge lost at third singles 2-6, 2-6. At first doubles, Herrmann and Marques won 6-1, 6-0, and at second doubles, Estow and Jenny Boyd won 6-0, 6-1.

Boys' Track Finishes Even

By Matt Simon

Although falling short of coach Arthur Dulong's expectation of an 8-1 season, the Lexington High School outdoor track team did not disappoint their skipper. They finished with a 4-4-1 record, a respectable finish in the Middlesex League considering the losses which the Minutemen suffered in terms of teammates and considering the closeness of some of the contests which the Minutemen lost.

The team was 2-4 with three meets left in the season, with hopes of finishing above .500. Despite a valiant effort against Winchester, the Minutemen were only able to extract a 72-72 tie.

After the seasonal ritual of plowing over Watertown (122-17), Lexington focused its energy on salvaging a .500 season by defeating Burlington. Seeming to let loose their frustrations of the season, the Minutemen ripped Burlington apart, 89-56. The meet had been expected to be a close contest.

Lexington dominated the first three running events. Senior Kevin Burnes won the 300 hurdles in 43.8, followed closely by teammate Mike Grynberg. The Lexington mile crew of juniors Matt Simon, Dwight Holmes, and Walter Potter fashioned a sweep, and the 4 x 100 relay team triumphed decisively over the Burlington relay.

The rest of the running events were also Minutemen dominated. Junior Scott Hurley teamed up with Grynberg to take first and third in the 110 high hurdles, respectively. The usual 100-meter dash point scorers, junior Tony Castleman and freshman Kenny Richards were complimented by Frank Staples's personal best of 12.3 third place to complete the sweep.

Simon and Jon Singh took first and second in the 400 meter event. Brian O'Connor cruised to a 2:07 second place finish in the 800, and the 200-meter duo of Nathan McCabe and Doug Wilson glided to a strong 1-2 finish. Freshmen Yeh-Juin Tung and Ed Single rounded out a strong day of running by placing second and third,respectively, in the two mile.

The field events were not without their share of fine performances either. McCabe and Wilson brought their winning ways on the track to the long jump where they took first and third. Singh took third in the triple jump, and Wilson, Hurley, and Mike Burke swept the high jump!

Jon Yoken throws the shot put at a recent Boys's track team meet.

Photo by Kevin Burnes

Dan Goldberg's pole vault of nine feet brought him third place. Throwers Mark Coughlin and Chris Leary took second and third in the discus. Coughlin threw to a third place in the javelin with a personal best of 148'11". A mile-relay win closing the meet was the icing on Lexington's victory cake.

On the evening of May 21, the Minutemen took to the Lowell Stadium track and field to compete in the Northern Area Meet, where the team had several good performances and racked up thirty-six points. Wilson leaped to a 6'3" win in the high jump, and Simon also won his mile race with a time of 4:22.9.

Castleman fought his way in the 100-meter to a tough fourth place finish, as he clearly crossed the finish line in third, however slipping the eyes of the ever-proficicent officials. McCabe placed third in the 200-meter race. The 4 x 100 relay team of Richards, Wilson, Castleman, and McCabe also finished fourth to round out the place winners for Lexington.

On Saturday May 28, those who qualified journeyed to Alumni Stadium at Boston College to compete in the State Class A Meet. Castleman placed fourth in the 100, McCabe placed sixth in the 200, and Wilson high jumped to a 6'5" fourth place. The 4 x 100 relay team sprinted and strained to a third place. Castleman, Wilson, and the relay team will advance to the All-State meet on June 4 in search of further glory.

Dulong is satisfied with his team's performance this season and is looking forward to next year when the young team will have begun to mature into a powerhouse of young athletes.

Boys' Tennis is Tops

continued from page 10

in the first doubles match. They won the first set 6-3 and were leading the second set 4-3 when a call was made by LHS that upset the Reading fans. The Reading player had stretched for a volley, but the ball hit his racket and his side of the court before bouncing over the net. The opposing players began to yell insulting remarks and obscene names at the Netmen. After a brief interlude, play continued. At the conclusion of the game, a fight was on the brink of ensuing when, in the process of switching sides, a Reading opponent shoved Ramnath. The denial of a clean ace hit by Potter brought the two coaches onto the court as line judges. The Netmen finally pulled out a victory 6-3, 7-5.

The winning point was provided by Portnay and Ko at second doubles. After an awkward first set, the Netmen brought it together and stunned their opponents, 4-6, 6-1, 6-1.

The team's feeling after winning that last match in the playoffs was summed up by Portnay's exclamation at the conclusion of the match-point: "13-0! Lexington — Undefeated Middlesex League Champs!"

The entire LHS team roared with joy, stomping out of Reading, while the Rockets were left silent and sulking. The Blue and Gold team had won the Middlesex League title with an undefeated record for the first time ever.

Laxmen

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Ojamaa played a great game scoring two goals and making two assists while goaltender Noah Shriber kicked away many C-C shots. Mark Murphy typified his All-American status by playing a great defensive game.

Many players received awards for their regular season play. Besides being an All-American, Murphy was a Globe All-Scholastic as well as a member of the All-League team. Joining him on the All-League team was John Flanagan while second team members were Dave Lavalle, Jeff Hagopian and Noah Shriber.

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Boys Tennis Undefeated

By Venktesh Ramnath

The LHS boys' tennis team has proved to be a remarkably strong-willed group as they have soared above the rest of the Middlesex League with an undefeated record of 13-0.

The team hit stiff competition from Winchester after easily defeating Belmont, Woburn, and Wakefield. On the Winchester public clay courts, Lubos Kocek won at the first singles spot. Venktesh Ramnath and Angus Potter gave Lexington another point with a victory at second doubles, but the three other positions were still in a dogfight. Ted Portnay and Jack Ko lost a tough two setter. Both Greg Marion's and Rob Weintraub's singles matches went to three sets, but to different results. Weintraub was the victor for Lexington to provide the winning point.

After a 5-0 blowout at Wakefield, the Netmen met with Burlington in what was to be the most critical match of the season. Both teams were undefeated entering the match, but only one could stay that way. Lexington accomplished the feat and smothered Burlington 4-1.

Weintraub had the biggest upset of the match with his 7-6, 6-3 victory over David Saxe. Kocek, Ramnath-Potter, and Portnay-Ko provided straight set wins.

Lexington had a confident air when the varsity seven entered the annual State Individual Tournament held at Newton South. The LHS team shone at all positions, with all players advancing to the second round.

Weintraub and Marion, playing singles, unfortunately lost in the second round. Kocek and Ramnath-Potter advanced to the quarterfinals the following weekend. Kocek went on to win the Northern Sectional, while Ramnath-Potter lost in the semi-finals against Richard Weiner and Jim Warner of Lincoln-Sudbury. Kocek will go on to seek the State Championship.

The next four matches of the tennis season, the playoffs, involved competition the four other best teams in the league- Belmont, Winchester, Burlington, and Reading. Coach George Mechem urged his team to keep its concentration.

"Don't forget your roots," Mechem said. "Remember that you only have tunnel vision-never look ahead."

Belmont was the first victim. The line-up going into the match had been slightly altered with Ramnath-Potter playing first doubles. They wiped out their opponents 6-1, 7-6. Marion at second singles had the hardest match, but his strong determination pulled him through a three-set clincher.

Winchester was next at home and their annual tradition of showing up late continued. They claimed that they had "not known" that they were playing that day. The confrontation proved to be a replay of the previous match: Lexington won 3-2.

The Netmen beat Burlington 3-2 at home. The winning positions were Kocek at first singles and the two doubles teams of Ramnath-Potter and Portnay-Ko. Marion lost a grueling three-setter, while Weintraub lost a tough match against a strong opponent.

After the long weekend, the long-awaited match against Reading arrived. The Rockets are known for their lack of sportsmanship, but LHS was ready.

Reading is the home of the caged courts and metal nets. In addition, the boys had to share the six courts with the Reading girls' team. Kocek at first singles won easily 6-0, 6-2. Marion lost a dogfight against Roberts. Weintraub struggled through intolerable jeering and taunting from the Reading crowd. He, unfortunately, had to surrender in a marathon three-setter, 4-6, 6-3, 6-7.

On the opposite court, Ramnath and Potter also had their hands full

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First singles player Lubos Kocek slams a backhand in a recent match. Kocek is the Northern Sectional champion and was named to the 1988 Boston Globe All-Scholastic Tennis Team.
Photo by Pieter Cohen

Girls Track Ties Brockton for Class A Championship

By Amy Marx

The LHS girls' outdoor track team closed out its 1988 season with a 6-2-1 dual meet record, six Middlesex League All-Stars, a strong showing at the Northern Area meet, the recent capture of the Class A championship shared with Brockton, and a third place finish at the State Championships.

The team wrapped up its dual meet season with a triumphant meet against Burlington. The meet began with the 300-meter hurdles in which Amy Marx and Michelle Sheehy took first and second, respectively.

Jay Hartshorn placed first in the mile, and Kristin Burge fought off a Burlington runner to capture third. Leslie Singer and Sarah Hutchinson jumped to first and third in the long jump, while Sheehy and Shana Yansen soared to first and third in the high jump.

Kelly Patterson grabbed a first place finish in the discus and a second place throw in the javelin. Melanie Stephens threw to second place in both the discus and the shot put.

In the 100-meter hurdles, Marx and Kristen Kramer took first and third. Singer was victorious in the 100-meter dash, and Angela Marino hung strong to earn a second place in the 800-meter.

In the 200-meter race, Singer cruised to yet another first place, as Tricia Alfred and Hartshorn took the top two spots in the 400-meter. In the two-mile event, Kristin Lieb ran to third place.

Although the team lacked the points necessary to take the Northern Area title, the meet was an immense success for Lexington. Places were earned in seven events, four of which were record-breaking performances.

In the discus, Patterson put forth a personal best throw that gave her a fourth place finish overall. Sheehy cruised to a record setting first place finish in the 300 hurdles, and Marx held out for a fourth place.

Singer added another victory to her list as she outran her competition in the 400. Alfred was once again victorious in the 200-meter with a new meet record. Setting a meet record of her own, Hartshorn took first in the 800.

As the meet came to a close, the 4 x 100 relay team of Singer, Marx, Sheehy, and Alfred topped off the day with an easy first place finish, breaking the meet record.

The Eastern Massachusetts Class A Meet on May 28 proved even more fruitful, as Lexington racked up enough points (55) to share the meet title with Brockton. From the beginning, LHS looked strong, as Sheehy started the meet by breaking the 300 hurdle record. She took first place with a time of 45.2. Marx finished in third at 47.3.

Singer continued Lexington's winning streak as she captured first in the 400 with a time of 59.1. Hartshorn placed second in the 800 (2:20.3), and Alfred broke the meet record with a sparkling 11.9 performance in the 100. Hutchinson ran to sixth place in the 200 in 27.5.

The ever-successful relay team of Singer, Marx, Sheehy, and Alfred cruised to a record breaking 50.1 first place finish. Brockton won the coin toss to take home the trophy.

At the State Championships Meet held at Boston College, the Minutemaids racked up 27 points to place third behind Norwell (49) and Boston Tech (28).

In the 300 hurdles, Sheehy had a fourth place finish with a time of 45.8. Singer also ran to fourth in her event, the 400 meters, finishing at 58.0. Hartshorn cruised to a sixth place in the 800 at 2:19.4. Alfred came up with yet another victory in the 100 meter dash

The 4 x 100 realy team of Singer, Marx, Sheehy, and Alfred almost won the race, but Boston Tech's Tasha Downing beat Alfred to the tape snatching the victory and a second place finish in the meet from LHS.

Laxmen, 12-4, Go to States

By Jason Kissell

After finishing their season with a very impressive 12-4 record, the LHS lacrosse team set their hopes high for the EMass state tournament. As the seventh seed, the team went up against the eleventh seed, Peabody, in the first round.

Although the game was close in the beginning, with Peabody scoring first, Lexington, after Nat Bruce's score-tying goal at 2-2, ran away. The team rallied and beat Billerica, 9-4.

Both Andrew Van Hook and and Ted Sidel scored two goals while Jon Sidman, Jonah Sciller, Andrew Ojamaa and Nat Bruce each tallied one goal.

This victory advanced the team to play against league champion Concord-Carlisle on Sunday. Perhaps the best team in the state, C-C ran off two league wins against Lexington in the regular season.

However, in this game Lexington played tough because, according to junior mid-fielder Nat Bruce, "It was the State finals to us." But despite Lexington's outstanding play, they lost to C-C, 15-12.

The team got off to a good start as Sidman scored first for the Minutemen. However, from then on, both teams matched each other's efforts, leaving Lexington ahead by one goal, 6-5, at the half.

Both teams came out firing in the third and the quarter ended with a 9-9 stalemate. But C-C, using their three Globe All-Scholastics Rob Shields, Mike Cain and Eric Deehan, came out hot in the fourth and opened up a quick 15-10 lead. However, Lexington, in the last four minutes, made a slight charge, closing the gap to three goals. They later ran out of time though and ended up loosing 15-12.

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Tri-captain Jeff Hagopian battles with a Billerica opponent. Lexington won the game beating Billerica by a score of 10-5.
Photo by Pieter Cohen